



தமிழ்க் கல்வி நிலையம், ஹோம்புஷ்
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ஆண்டு 11-12 ஆம் வகுப்புகள்

மாணவர் கையேடு

Hand Book

HSC Tamil Continuers (16110)

Year 2014 – 2016

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Regular Classes: 10.30 am to 2.00 pm

Year 11-12 Handbook for Students

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First Published: August 2006 August
Reprinted: 2009 and 2011
Revised and Updated: January 2014

This Handbook includes:

- Note from Teachers
- The Typical Performance Table
- Band Descriptors
- Common Grade Scale for Preliminary Courses
- Table of Themes and Topics
- Eight Kinds of Writing with characteristics
- Text Types and Language Features
- Assessment and Reporting - BOSTES
- Oral Examination - Advice to Teachers - BOSTES
- Oral Examination - Guidelines for Students - TSCH
- Oral Examination - Marking guidelines - BOSTES
- Assessment Schedule for Prelim and HSC - TSCH
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ஆண்டு 11-12 மாணவர் கைநூல்

இது மாணவர்களுக்கும் பெற்றோர்களுக்குமான முக்கிய தகவல்கள் மற்றும் பாடத்திட்டம், உள்ளக, வெளியக மதிப்பீடுகள், வளங்கள் தொடர்பான குறிப்புகள் அடங்கியது

2014ஆண்டில் 11ஆம் வகுப்பிற்கான மாணவர் சேர்க்கை சில தகவல்கள்

அடுத்த வருடம் - 2015 ஆம் ஆண்டு பன்னிரண்டாம் வகுப்பில் தமிழை ஒரு பாடமாக எடுக்கவிரும்பும் மாணவர்கள் தமது பூரண விளக்கத்துடனும் விருப்பத்துடனும் பாடத்தெரிவை மேற்கொள்வதற்கு ஏதுவாக இன்றைய கலந்துரையாடல் நடைபெறுகிறது.

11-12ஆம் வகுப்புக்குரிய பாடத்திட்டத்தின் முக்கிய பகுதிகள் இன்று வழங்கப்படும் கைநூலில் இருக்கின்றன. இதன் மூலப்பிரதியை எமது கல்வி நிலைய இணையத்தளத்திலும், BOSTES இணையத்தளத்திலும் பெற்றுக்கொள்ளலாம்.

பெற்றோர் செய்ய வேண்டியதும், அறிய வேண்டியதும்

1. தமிழை ஒரு பாடமாக எடுப்பதற்கு மாணவர் உண்மையிலேயே விரும்புகிறாரா என அறிதல் வேண்டும்.
2. ஒரு தவணையில் தமிழ்ப் பாடசாலைக்கான வரவு குறைந்தது 80%க்கும் மேலாக இருப்பதனை உறுதிப்படுத்தவேண்டும்.
3. பத்தாம் வகுப்புவரை தமிழ் ஒரு விருப்பப் பாடமாக இருந்த நிலை மாறி HSC பரீட்சைக்குரிய ஒரு பாடமாக அது இப்போது மாறுகிறது என்ற உண்மையை பிள்ளைகளுக்குத் தெளிவுபடுத்தவேண்டும்.
4. வார நாட்களில் இரண்டு மணிநேரமும், வார இறுதி நாட்களில் இரண்டு மணிநேரமும் வீட்டில் தமிழ் படிப்பதற்கு ஏதுவாக அவர்களின் ஏனைய கல்விச் செயற்பாடுகளும், புறச்செயற்பாடுகளும் அமைவதனை உறுதிப்படுத்தவேண்டும்.
5. தவணையின் கடைசி மூன்று வாரங்களில் நடைபெறும் உள்ளக மதிப்பீடுகளில் கலந்துகொள்வதனை உறுதிப்படுத்த வேண்டும்.
6. மின்னஞ்சல் மற்றும் இணையம் மூலமாகவே பெரும்பாலான தொடர்பாடல் நடைபெறுவதால் மின்னஞ்சல் மற்றும் இணையத் தொடர்புகள் மூலமான தொடர்புகளுக்கு பெற்றோரின் அனுமதி அவசியமாகும்.
7. பாடசாலைக் கட்டணத்தை வருட ஆரம்பத்திலேயே கட்டுவதற்கு முயற்சிக்கவேண்டும். இதன் மூலம் வகுப்புகளுக்கு தேவையான வளங்களை ஏற்பாடு செய்வது இலகுவாகவிருக்கும்.
8. வகுப்பில் கைத்தொலைபேசிகளைப் பயன்படுத்தல், ஐபோன் போன்ற நவீன தொலைபேசிகளில் பாடல்கேட்கும் செயல்களும், வாயில் எதனையாவது மென்றுகொண்டு இருப்பதும் தடைசெய்யப்பட்டுள்ளன. மீறுவோர்கள் வகுப்புக்கு வெளியே செல்லுமாறு வேண்டப்படுவர். (Using mobile phone, Head Phone / Ear phone, Chewing gum and similar actions disturbing classroom activities are prohibited)

9. மாணவர்களின் மொழி ஆற்றலை வளப்படுத்த ஒவ்வொரு வருடமும் சிட்னியில் நடைபெறும் மேடை மற்றும் வானொலி நிகழ்ச்சிகளில் அவர்களை பங்கேற்க வசதிகள் செய்கிறோம். கிடைக்கும் வாய்ப்புகளை உரிய முறையில் பயன்படுத்தல் அவசியம்.

10. மாணவரும் பெற்றோரும் கல்விச் செயற்பாடுகள் மற்றும் ஏனைய காரணங்களுக்காக ஆசிரியர்களைத் தொடர்புகொள்ள விரும்பினால் தயங்காது தொடர்பு கொள்ளலாம். விபரங்களுக்கு இணையத்தளத்தை நாடுங்கள். (tsch.org.au, hsctamil@tsch.org.au)

தி.திருநந்தகுமார்
திருமதி கிருஸ்ணா நடராசா
ஆசிரியர்கள்
01.02.2014

The Typical Performance Table

90 - 100 Excellence	Band 6	<ul style="list-style-type: none"> initiates and sustains conversation through an exchange of relevant information and ideas expressed accurately and fluently demonstrates the ability to justify and substantiate a point of view demonstrates an extensive knowledge of language structures, vocabulary, syntax, idiom, colloquialisms and grammar uses Tamil accurately and creatively to communicate a range of ideas and opinions appropriate to audience and purpose demonstrates an extensive ability to manipulate language authentically and creatively and to structure and sequence ideas and information effectively and coherently demonstrates an excellent understanding of register, genre and text types demonstrates an excellent global understanding of spoken and written texts and the ability to identify specific detail by summarising, interpreting and evaluating information and ideas
80 - 89 High Distinction	Band 5	<ul style="list-style-type: none"> sustains conversation through an exchange of relevant information and ideas fluently but with minor inaccuracies in grammar and syntax demonstrates a thorough understanding of language structures, vocabulary, syntax, idiom, colloquialisms and grammar uses Tamil accurately to communicate a range of ideas and opinions appropriate to audience and purpose demonstrates the ability to manipulate language authentically and creatively and to structure and sequence ideas and information effectively and coherently demonstrates a thorough understanding of register, genre and text types demonstrates a thorough global understanding of spoken and written texts and the ability to extract most relevant detail by summarising and interpreting information and ideas
70 - 79 Distinction	Band 4	<ul style="list-style-type: none"> exchanges information and ideas with some hesitation and some errors in language structures, vocabulary, grammar and syntax reflecting some interference from other languages demonstrates a sound knowledge of language structures, vocabulary, syntax, idiom, colloquialisms and grammar uses Tamil to convey information with some regard to context, purpose and audience demonstrates some ability to manipulate language authentically and to structure and link ideas effectively and coherently demonstrates some understanding of register, genre and text types demonstrates a sound global understanding of spoken and written texts and the ability to extract some relevant detail
60 - 69 Credit	Band 3	<ul style="list-style-type: none"> communicates using simple language structures, with frequent hesitation and errors in vocabulary, grammar and syntax reflecting interference from other languages demonstrates a basic command of written Tamil with inaccuracies in language structures, vocabulary and spelling demonstrates limited ability to structure and link ideas observes some of the conventions of register and text type demonstrates a limited global understanding of written and spoken texts and the ability to identify some detail
50 - 59 Achievement	Band 2	<ul style="list-style-type: none"> communicates a limited range of ideas using simple language structures, with frequent hesitation and errors in vocabulary, grammar and syntax demonstrates a rudimentary understanding of written Tamil with errors in language structures, vocabulary and spelling identifies isolated and often irrelevant detail with little or no global understanding of written and spoken texts links some ideas and information
49 and below	Band 1	

Band Descriptors - 2 unit Tamil Continuers

Comparison of Descriptors - Band 6 and Band 5

Band 6 Band 5

- **Initiate and sustain** conversation through an exchange of relevant information and ideas expressed accurately and fluently.
- *Sustains conversation through an exchange of relevant information and ideas fluently but with minor inaccuracies in grammar and syntax.*
- **Demonstrate the ability to justify and substantiate a point of view.**
- **Demonstrate an extensive** knowledge of language structures, vocabulary, syntax, idiom, colloquialism and grammar.
- *Demonstrates a thorough understanding of language structures, vocabulary, syntax, idiom, colloquialisms and grammar*
- **Uses Tamil accurately and creatively** and to communicate a range of ideas and opinions appropriate to audience and purpose.
- *Uses Tamil accurately to communicate a range of ideas and opinions appropriate to audience and purpose.*
- **Demonstrates an extensive ability** to manipulate language authentically and creatively and to structure and sequence ideas and information effectively and coherently.
- *Demonstrates the ability to manipulate language authentically and creatively and to structure and sequence ideas and information effectively and coherently*
- **Demonstrates an excellent** understanding of register, genre and text types.
- *Demonstrates a thorough understanding of register, genre and text types.*
- **Demonstrates an excellent** global understanding of spoken and written texts and the ability to identify specific detail by summarising, interpreting and evaluating information and ideas.
- *Demonstrates a thorough global understanding of spoken and written texts and the ability to extract most relevant detail by summarising and interpreting information and ideas.*

Band Descriptors - 2 unit Tamil Continuers

Band 6

Initiates and sustains conversation through an exchange of relevant information and ideas expressed accurately and fluently. Demonstrates the ability to justify and substantiate a point of view. Demonstrates an extensive knowledge of language structures, vocabulary, syntax, idiom, colloquialisms and grammar. Uses Tamil accurately and creatively to communicate a range of ideas and opinions appropriate to audience and purpose. Demonstrates an extensive ability to manipulate language authentically and creatively and to structure and sequence ideas and information effectively and coherently. Demonstrates an excellent understanding of register, genre and text types. Demonstrates an excellent global understanding of spoken and written texts and the ability to identify specific detail by summarising, interpreting and evaluating information and ideas.

Band 5

Sustains conversation through an exchange of relevant information and ideas fluently but with minor inaccuracies in grammar and syntax. Demonstrates a thorough understanding of language structures, vocabulary, syntax, idiom, colloquialisms and grammar. Uses Tamil accurately to communicate a range of ideas and opinions appropriate to audience and purpose. Demonstrates the ability to manipulate language authentically and creatively and to structure and sequence ideas and information effectively and coherently. Demonstrates a thorough understanding of register, genre and text types. Demonstrates a thorough global understanding of spoken and written texts and the ability to extract most relevant detail by summarising and interpreting information and ideas.

- Sustains conversation through an exchange of relevant information and ideas fluently but with minor inaccuracies in grammar and syntax.
- Demonstrates a thorough understanding of language structures, vocabulary, syntax, idiom, colloquialisms and grammar
- Uses Tamil accurately to communicate a range of ideas and opinions appropriate to audience and purpose.
- Demonstrates the ability to manipulate language authentically and creatively and to structure and sequence ideas and information effectively and coherently.
- Demonstrates a thorough understanding of register, genre and text types.
- Demonstrates a thorough global understanding of spoken and written texts and the ability to extract most relevant detail by summarising and interpreting information and ideas.

Band 4

Exchanges information and ideas with some hesitation and some errors in language structures, vocabulary, grammar and syntax reflecting some interference from other languages. Demonstrates a sound knowledge of language structures, vocabulary, syntax, idiom, colloquialisms and grammar. Uses Tamil to convey information with some regard to context, purpose and audience. Demonstrates some ability to manipulate language authentically and to structure and link ideas effectively and coherently. Demonstrates some understanding of register, genre and text types. Demonstrates a sound global understanding of spoken and written texts and the ability to extract some relevant detail.

Band 3

Communicates using simple language structures, with frequent hesitation and errors in vocabulary, grammar and syntax reflecting interference from other languages. Demonstrates a basic command of written Tamil with inaccuracies in language structures, vocabulary and spelling. Demonstrates limited ability to structure and link ideas. Observes some of the conventions of register and text type. Demonstrates a limited global understanding of written and spoken texts and the ability to identify some detail.

Band 2

Communicates a limited range of ideas using simple language structures, with frequent hesitation and errors in vocabulary, grammar and syntax. Demonstrates a rudimentary understanding of written Tamil with errors in language structures, vocabulary and spelling. Identifies isolated and often irrelevant detail with little or no global understanding of written and spoken texts. Links some ideas and information.

Common Grade Scale for Preliminary Courses

The Common Grade Scale shown below should be used to report student achievement in the Preliminary Stage 6 year in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

A

The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

- Extensive knowledge of content
- Extensive understanding of course concepts
- Applies highly developed skills and process in wide variety of contexts
- Creative and critical thinking skills using perceptive analysis and evaluation
- Effectively communicates complex ideas and information.

B

The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

- Thorough knowledge of content
- Thorough understanding of course concepts
- Applies well developed skills and process in variety of contexts
- Creative and critical thinking skills using analysis and evaluation
- Clearly communicates complex ideas and information.

C

The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

- Sound knowledge of content
- Sound understanding of course concepts
- Applies skills and process in a range of familiar contexts
- Demonstrates skills in selecting and integrating information
- Communicates relevant ideas in an appropriate manner.

D

The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E

The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

HSC TAMIL SYLLABUS OUTLINE - TABLE OF THEMES AND TOPICS

Theme: 1 The Individual	Theme: 2 The Tamil-Speaking Communities	Theme: 3 The Changing World
Topics: 1.1 Personal Identity, eg: – personal details and qualities – family and friends – daily life – free time and leisure activities – relationships 1.2 Personal Views and Opinions, eg: – views on the future – cultural differences – personal priorities/ preferences (extended family living away from home) 1.3 Education and Aspirations, eg: – school – further studies – work experience and careers	Topics: 2.1 Culture and Traditions, eg: – family values – attire and appearance – social interaction – festivals and ceremonies 2.2 The Past and Present, eg: – famous persons and events – places of historical importance 2.3 The Arts and Entertainment, eg: – film – radio – television – sports and recreation – modern short stories – folk tales – fables and legends 2.4 Travel and Tourism in a Tamil-speaking country, eg: – travel – banking – shopping – health – obtaining assistance and advice – visiting friends – studying in a Tamil-speaking country	Topics: 3.1 Changing Lifestyles, eg: – family life – food – care of children/the aged – activities (children, parents) 3.2 Status of Women, eg: – the role of women as depicted in literature – significant women in the 20th century – the changing role of women and its impact on society 3.3 The World of Work, eg: – different types of work – workplace conditions – employment opportunities

கருப்பொருள்: 1 தனிமனிதன்	கருப்பொருள்: 2 தமிழ் பேசும் சமூகங்கள்	கருப்பொருள்: 3 மாறிவரும் உலகம்
<p>தலைப்புக்கள்</p> <p>1.1 தனிமனித அடையாளம் உ-ம்</p> <ul style="list-style-type: none"> ஒருவரின் சொந்த விபரங்களும் இயல்புகளும் குடும்பமும் நண்பர்களும் நாளாந்த வாழ்க்கை ஓய்வு நேரமும் பொழுதுபோக்குகளும் உறவுகள் <p>1.2 ஒருவரின் சொந்த நோக்கும் அபிப்பிராயங்களும் உ-ம்</p> <ul style="list-style-type: none"> எதிர்காலம் பற்றிய நோக்கு கலாசார வேறுபாடுகள் தனிநபரின் முன்னுரிமைகள்: விருப்பங்கள் (கூட்டுக் குடும்பம், குடும்பத்திலிருந்து விலகி தூரத்தில் வசித்தல்) <p>1.3 கல்வியும் எதிர்பார்ப்புகளும் உ-ம்</p> <ul style="list-style-type: none"> பாடசாலை மேற்கல்வி தொழில் அனுபவமும் வேலைகளும் 	<p>தலைப்புக்கள்</p> <p>2.1 கலாசாரமும் மரபுகளும் உ-ம்</p> <ul style="list-style-type: none"> குடும்ப விழுமியங்கள் உடைகளும் தோற்றமும் சமூகத் தொடர்பு விழாக்களும் வைபவங்களும் <p>2.2 அன்றும் இன்றும் உ-ம்</p> <ul style="list-style-type: none"> புகழ்பெற்ற மனிதர்களும் நிகழ்வுகளும் வரலாற்று முக்கியத்துவம் வாய்ந்த இடங்கள் <p>2.3 கலைகளும் மகிழ்ச்சி தரும் நிகழ்ச்சிகளும் உ-ம்</p> <ul style="list-style-type: none"> திரைப்படம் வானொலி தொலைக்காட்சி விளையாட்டுக்களும் கேளிக்கையும் நவீன சிறுகதைகள் நாட்டார்(கிராமிய) கதைகள் கட்டுக் கதைகள், புராணக் கதைகள்(மரபுவழிக் கதைகள்) <p>2.4 தமிழ் கூறும் தேசமொன்றிற்கு பிரயாணம் செய்தலும் உல்லாசப் பயணம் மேற்கொள்ளலும் உ-ம்</p> <ul style="list-style-type: none"> பிரயாணம் வங்கி கடைகளில் பொருள் வாங்குதல் சுகாதாரம் உதவியும் ஆலோசனையும் பெறுதல் நண்பர்களின் வீடுகளுக்குச் செல்லுதல் தமிழ் பேசும் நாடொன்றில் கல்வி பயிலுதல் 	<p>தலைப்புக்கள்</p> <p>3.1 மாறிவரும் வாழ்க்கை முறைகள் உ-ம்</p> <ul style="list-style-type: none"> குடும்ப வாழ்க்கை உணவு குழந்தைகள், வயோதிபர்கள் பராமரிப்பு பெற்றோர், சிறார்களின் செயற்பாடுகள் <p>3.2 பெண்களின் நிலை உ-ம்</p> <ul style="list-style-type: none"> பெண்களின் பாத்திரம் இலக்கியங்களில் சித்தரிக்கப்படும் விதம் 20 ஆம் நூற்றாண்டின் புகழ் பெற்ற பெண்மணிகள் மாறி வரும் பெண்ணின் பாத்திரமும் சமூகத்தின் மீது அது ஏற்படுத்தும் தாக்கமும் <p>3.3 தொழில் உலகம் உ-ம்</p> <ul style="list-style-type: none"> தொழில் வேறுபாடுகள் (பல விதமான தொழில்கள்) வேலைத்தள நிலைமைகள் வேலை வாய்ப்புகள்

எழுத்து வகைகள்

எட்டு வகையான எழுத்து வகைகள்.

EIGHT KINDS OF WRITING

இங்கு குறிப்பிடப்படும் அம்சங்கள் ஒரு வழிகாட்டி மட்டுமே! மாணவர் தமது எழுத்தாக்கங்களில் இங்கு குறிப்பிடப்படும் அம்சங்களில் முழுவதையும் உள்ளடக்க முடியாவிட்டாலும் கூடுமானவற்றை சேர்த்துக் கொள்வது நன்மை தரும்.

1. சொந்த விடயங்கள் பற்றிய ஆக்கம் Personal Writing:

- வாசிப்பவர் மனதில் எழுதுபவர் பற்றிய அல்லது அவரின் குணநலன்கள் பற்றிய ஓர் உணர்வை ஏற்படுத்தும்
- வாசிப்பவர் - எழுதுபவர் இருவருக்குமிடையே ஒரு நெருக்கமான உறவை ஏற்படுத்தும்; அது ஒருவர் மற்றவரின் உணர்வுகளைப் புரிந்து கொள்வதாக அல்லது பங்கிட்டுக் கொள்வதாக இருக்கும்.
- வழக்கமாக, தன்மையில் அல்லது தன்மை + முன்னிலையில் அமைந்திருக்கும்; எழுத்துநடையில் முழுமையாக அமையாது; தெரிந்த மொழிநடை; பெரும்பாலும் உணர்வு பூர்வமான மொழியை உள்ளடக்கும்.
- புள்ளிவிபரங்கள் அல்லது குறிப்பிட்டுச் சொல்லக்கூடிய தகவல்களை வலியுறுத்துவதை விட அபிப்பிராயங்களை, உணர்வுகளை அல்லது எண்ணங்களை விளங்கிக்கொள்வதற்கும் வெளிக்கொணர்வதற்கும் உதவும்.
- சிலவேளைகளில் சில வாக்கியங்கள் அல்லது சொற்றொடர்களின் சுருக்க வடிவம் பேச்சுமொழியில் பயன்படுவது போல அமையும்

2. Imaginative writing:

Purpose: The author is creating a piece of fiction designed to entertain, amuse, or create an impression, picture, or feeling in the reader.

- Manipulates the reader's response to the piece to create the desired impressions or response; visual and/or emotional appeal
- Usually creates a strong sense of context (physical surroundings and atmosphere) and situation
- Normally includes description (person, place, emotion, atmosphere) so careful selection of language such as adjectives and adverbs (or their equivalents) is important
- Uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure and sequencing, to add to the overall effect by creating the desired atmosphere or conveying the required emotion.
- May break normal sequencing for added impact, such as in a flashback or in a final disclosure that puts a different interpretation or preceding passages

3. Evaluative writing:

Purpose: The author is giving a balanced view of both sides of a case.

- Aims to weigh two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct.
- Aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas
- Presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively; using evidence to support the contrasting sides or alternatives
- Uses objective style; appeals to reason not emotion; creation of an impression of balance impartiality is essential
- Often includes expressions of cause; consequence; opposition and concession

4. Persuasive Writing:

Purpose: The author is taking a stance and trying to persuade the reader.

- Aims to convert the reader to a particular point of view or attitude in order to convince him or her to act or respond in a certain way.
- Manipulates the reader's emotions and opinions in order to achieve a specific purpose, that is, to achieve a desired outcome or effect which is important to and selected by the writer.
- Persuasive techniques chosen are strongly influenced by the nature of the target audience; ie: the language (vocabulary, sentence structure, styles/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind
- Requires choice of the best word (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice etc), so range of vocabulary and dictionary technique are important
- Aims in certain instances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle, secretive techniques; confidential, intimate, collaborative style and register
- Sometimes uses exaggeration, extravagant language, humor to create a conspiratorial relationship between the writer and the reader
- Often uses the second person for direct address and appeal
- Sometimes employs direct speech and questions to intensify the relationship with the audience
- May use techniques such as the use of technical or scientific language and superlative or quantitative statements to lend authority to the content.
-

5. Informative Writing:

Purpose: The author is conveying objective information

- Aims to convey information from the writer to the reader as clearly, completely and accurately as possible
- Usually uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of 'friendly helper' with the reader
- Normally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (aiming to convert the reader to a particular point of view or attitude in order to convince him or her to act or respond in a certain way) or evaluate (aiming to weigh two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct)
- Generally uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence
- Chooses language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical and predictable
- Probably uses few adjectives, adverbs, images, except as examples or analogies in explanation

6. தெறிப்பு எழுத்தாக்கம்

- Reflective Writing

நோக்கம்: தனிப்பட்ட முறையில் தன்னோடு பொருந்தி வருகின்ற எண்ணங்களையும் செயற்பாடுகளையும் பகுப்பாய்வு செய்யும் வகையில் எழுத்தாளர் ஒரு அனுபவத்தை அல்லது சம்பவத்தைப் பார்க்கிறார்.

Purpose: The author is looking back on experiences/actions in order to analyse ideas and practices that relate to them personally.

- இது சம்பவங்களை மட்டுமல்ல உணர்வுகளையும் சம்பவத்தினுடிகற்றுக்கொண்டதையும் எதிர்கால நடத்தையை அது எப்படிப் பாதிக்கும் என்ற விடயத்தையும் கொண்டிருக்கும்.
- ஒரு அனுபவம் தொடர்பான விபரிப்பை மட்டுமல்ல அதுபற்றிய பகுப்பாய்வையும் கொண்டிருக்கும்.
- சம்பவங்கள், சந்தர்ப்பங்கள் சம்பந்தப்பட்ட விளக்கத்தையும் துருவி ஆய்வையும் காட்டும்.
- ஒரு அனுபவம் அல்லது செயற்பாடு தொடர்பான கருத்தையும் அர்த்தத்தையும் பரந்துபட்ட சந்தர்ப்பத்தில் அதை நோக்கும் போக்கையும் கொண்டிருக்கும்.
- தனிப்பட்ட விழுமியங்கள் நம்பிக்கைகள், ஊடகங்கள், உணர்வுகள், செயற்பாடுகள் ஆகியவற்றை இனங்கண்டிருக்கும்.
- ஆதாரபூர்வமான சாட்சியங்களோடு வரும் கருத்துக்களை உள்ளடக்கியிருக்கும்
- கருத்தைக் கூறும் போது தன்மை, முன்னிலைச் சொற்கள் (உதாரணம்: நான், நாங்கள், நீங்கள், எனக்கு, எங்களை) பாவிக்கப்படும்.
- உணர்வுகள், எண்ணங்கள், பகுப்பாய்தல் தொடர்பான வினைச்சொற்களைக் கொண்டிருக்கும்.
- அனுமானிக்கப்பட்ட நிலைமை, மற்றும் எதிர்காலம் தொடர்பான உத்தேசமான கருத்து ஆகியவற்றை உள்ளடக்கியிருக்கலாம்.
- கடந்த காலத்திற்கும் நிகழ்காலத்திற்கும் இடையே பயணம் செய்யும் போக்குக் காணப்படலாம்.
- பகுப்பாய்வு, விளக்கம், தொகுப்பு, மதிப்பீடு ஆகியவற்றை உள்வாங்கியிருக்கும்.
- Relates not only events, but feelings, what has been learnt, and how it will affect future behaviour.
- Includes description and analysis of an experience.
- Provides exploration and explanation of events and contexts.
- Includes consideration of the larger context, meaning and implications of an experience or action.
- Identifies and challenges personal values and beliefs, assumptions, feelings and actions.
- Includes opinions, with supporting evidence.
- Uses personal voice (eg: I, me, you, we, us) when providing opinions.
- Uses verbs related to feeling, thinking and analyzing.
- May include comment on hypothetical situations, and speculation about the future.
- May move between past tense (recounting the actual events) and present tense (making more general observations).
- Is perceptive; demonstrating analysis, synthesis and evaluation.

7. உரைக்கும் எழுத்தாக்கம் Narrative writing:

நோக்கம்: தான் கண்டதை வாசகர் காணச்செய்யும் பொருட்டு எழுத்தாளர் ஒரு சொல் ஓவியம் தீட்டுவார்.

Purpose: The author is telling a story/retelling event to entertain or to teach.

- ஒரு நபர், இடம், பொருள், சம்பவம், குறிப்பிட்ட மனநிலை, தூழல் போன்றவை தொடர்பான தெளிவான கருத்தையோ, பாத்திரங்கள் தொடர்பான தெளிவான படத்தையோ தரும்.
 - வாசகரின் கருத்தைக் கவர்ந்திருக்கும். எழுத்துக்கு உயிர் தரும்.
 - கருத்தை வெளிப்படுத்தக்கூடிய பெயர்ச்சம், வினையெச்சம், அடைமொழிகள், உருவகங்கள், உவமானங்களைக் கொண்டு குறிப்பாகத் தெரிவுசெய்யப்பட்ட மொழியைப்பாவிக்கும்.
 - ஒரு விடயத்தைக் குவியப்படுத்திச் சுவாரசியமாகவும் வசீகரம் தருவதாயும் இருக்கும்.
 - என்ன கேட்டது, பார்த்தது, மணந்தது, உணர்ந்தது, சுவைத்தது என்பது போன்ற புலன் உணர்வு விபரங்களைக் கூறி வாசகர் அனுபவத்தை விஸ்தரிக்கும்.
 - கட்டமைக்கப்பட்ட, ஒழுங்கான, தீவிரமான வினைச் சொற்களையும் பலவகைப்பட்ட வசனங்களையும் கொண்டிருக்கும்.
 - சக்தி நிறைந்தது. முத்திரை பதிக்கும்.
 - குறிப்பாகப் பொருள் படுகிற மொழியைப் பாவித்து உணர்வுகளையும் புதிய மனப்பாங்குகளையும் தூண்டும்.
 - உவமானம், உவமேயம், உருவகங்கள் மூலம் ஒப்பீடுகளை நடத்தும்.
 - வலிமையான வினைச்சொற்கள், தேர்ந்தெடுத்த பெயர்ச்சொற்கள் முக்கிய விபரங்களைக் குவியப்படுத்தும் முறை ஆகியன மூலம் அனுபவத்தை வளர்த்தெடுக்கும்.
- Tells a story in chronological order.
 - Entertains, to gain and hold a readers' interest.
 - Teaches or informs- changes, attitudes / social opinions.
 - Sequences: setting, characters, initiating event, conflict/ goal, events, resolution, theme, series of actions.
 - May set up problems to be resolved.
 - Is imaginary or factual; has characters with defined personalities/identities.
 - Dialogue often included.
 - Tense may change.
 - Descriptive language to enhance the story.
 - May include complication involving the main character, conflict, points of view.

8. விபரிப்பு எழுத்தாக்கம் - Descriptive writing

நோக்கம்: கற்பிக்கும் நோக்குடன் அல்லது வாசகரை மகிழ்விக்கும் நோக்குடன் எழுத்தாளர் ஒரு கதை சொல்கிறார் அல்லது நடந்த சம்பவத்தைத் திரும்பிச் சொல்கிறார்.

Purpose: The author is painting a picture through words to make the reader see what they have seen.

- காலக்கிரம அட்டவணையில் ஒரு கதையைக் கூறுதல்
- வாசகரின் ஆர்வத்தைத் தூண்டவும் தக்க வைக்கவும் கூடிய வகையில் மகிழ்விக்கும் எழுத்து
- சமூகக் கருத்துக்களை, மனப்பாங்குகளை, மாற்றங்களைப் பற்றித் தெரியப்படுத்தும் அல்லது கற்பிக்கும்
- ஒழுங்கு: களம் அமைத்தல், பாத்திர அறிமுகம், நிகழ்வு தொடங்குதல், முரண், சம்பவங்கள், தீர்வு தொடர்பான எண்ணக்கரு, செயற்பாட்டுத் தொடர்
- தீர்க்கப்பட வேண்டிய பிரச்சினைகளை முன்வைக்கும்
- கற்பனையாகவும் இருக்கலாம். உண்மையாகவும் இருக்கலாம்.
வரைவிலக்கணப்படுத்தக்கூடிய ஆளுமைகள் அல்லது அடையாளங்கள் கொண்ட பாத்திரங்கள் இருக்கும்.
- உரையாடல்களைக் கொண்டிருக்கலாம்.
- கதையின் காலம் (இறந்த காலம், நிகழ் காலம், எதிர் காலம்) மாறி வரலாம்
- கதையைச் சிறப்படையச் செய்வதற்கான விபாப்பு மொழி இருக்கும்
- பிரதான பாத்திரத்தின் சிக்கல்களைக் கதை கொண்டிருக்கலாம்.
- Creates a vivid impression of a person, place, object or event; a particular mood, atmosphere; vivid pictures of characters.
- Engages a reader's attention; brings writing to life.
- Includes precisely chosen vocabulary with evocative adjectives and adverbs, similes and metaphors.
- Is focused, interesting and compelling.
- Uses sensory description – what is heard, seen, smelt, felt, tasted; with sensory details to increase the reader's experience.
- Uses active verbs and varied sentences; structured and ordered.
- Creates a dominant impression.
- Evokes feelings and attitudes – connotative language.
- Makes comparisons – similes, metaphors, personification.
- Develops the experience, focusing on key details, powerful verbs and precise nouns.

எழுத்து வடிவங்களும் அவற்றின் பண்புகளும்			
Text Type	Purpose	Structure	Language Features
கட்டுரை Article	<ul style="list-style-type: none"> - ஒரு கருத்தை தொடர்ந்து முன்னெடுக்க - விபரிக்க - தெரிவிக்க/அறிவிக்க, ஊக்குவிக்க, பிரமிப்பூட்ட அல்லது களிப்பூட்ட 	<ul style="list-style-type: none"> - தலைப்பு - எண்ணங்களை/கருத்தை வளர்த்தெடுத்துச் செல்லல் - எண்ணங்களின் ஒழுங்கு, அவற்றின் முறையான தொடர்பு - நிறைவுப் பந்தி - முறையாக நிறைசெய்தல் 	<ul style="list-style-type: none"> - வேறுபட்ட எண்ணங்கள் - இணைப்புச் சொற்கள் - எழுத்து வகையின் அம்சங்கள்
விமர்சனம் மதிப்பீடு Review	<ul style="list-style-type: none"> - ஓர் உரைப்பகுதிக்கு எதிர்வுகூற - உரைப்பகுதியை சுருக்கி, ஆராய்ந்து அல்லது புது அர்த்தம் கொண்டு அதன் பெறுமதியை மதிப்பிட 	<ul style="list-style-type: none"> - உரைப்பகுதியை அல்லது அதன் உள்ளடக்கத்தை விபரித்தல் - அதனை விமர்சித்தல் அல்லது மதிப்பீடு செய்தல் 	<ul style="list-style-type: none"> - விபரிக்கும் மொழி - கலப்பு வாக்கியங்கள் - சிக்கலான அமைப்புகள் - மௌன மொழிகள் - தீர்ப்புக் கூறும் சொற்கள் - ஒப்பிடுதல்/ ஒப்பீடுகள் - கலை வெளிப்பாடு
அறிக்கை Report	<ul style="list-style-type: none"> - விபரிக்க அல்லது வகைப்படுத்த - கருத்துகளை ஒழுங்குபடுத்த - ஒரு முடிவுக்கு வர 	<ul style="list-style-type: none"> - பொதுவான கூற்று அல்லது வகைப்படுத்தல் - விபரித்தல் - ஆக்கத்தில் தர்க்கரீதியான - வளர்ச்சி 	<ul style="list-style-type: none"> - ஆதாரமான சான்றுகள் - புள்ளிவிபரம், உதாரணம் - பொருத்தமான கருத்துகள் - பொதுவாக நிகழ்காலம் - எழுத்து வகையின் அம்சங்கள் -

நாட்குறிப்பு Diary Entry	<ul style="list-style-type: none"> - அனுபவங்களை வெளிப்படுத்த 	<ul style="list-style-type: none"> - திகதி/இடம்/நேரம் - (பொருத்தமானது) - அதன் ஒழுங்கில் அமைவது. 	<ul style="list-style-type: none"> - தன்மையில் அமைவது - சுருக்கப்பட சொற்கள்/ வாக்கியங்கள் - முறைப்படியல்லாத மொழிப்பாவனை
பேச்சினை எழுதுதல் Text of a speech	<ul style="list-style-type: none"> - எண்ணங்களை, அபிப்பிராயங்களை உளப்பாங்குகளை வெளிப்படுத்த. - களிப்பூட்ட - உக்குவிக்க - வரவேற்க - நன்றி கூற 	<ul style="list-style-type: none"> - அறிமுக வாக்கியம் (நோக்கத்தைச் சொல்லல்) - விளக்கம்/ நிகழ்வுகளின் ஒழுங்கு/ சொல்லவந்த கருத்தினை வெளிப்படுத்தும் ஒழுங்கு. - நிறைவு செய்யும் பகுதி அல்லது குறிப்புகள். 	<ul style="list-style-type: none"> - சபையை ஈடுபடுத்தும் தேர்ந்த வார்த்தைகள். - விபரிக்கும் சொற்கள் - வாக்கியங்களில் பல்வேறு காலங்கள். - உள்ளடக்கமான மொழி (subjective) - சுலோகங்கள் - கவர்ச்சியான சொற்தொடர்களின் பாவனை. - நகைச்சுவை அல்லது கதைகூறல் உத்தி.
கடிதம் உத்தியோகபூர்வமானவை Letters – Formal	<ul style="list-style-type: none"> - உத்தியோகபூர்வமாக எழுத்துமூலம் தொடர்பாடல் செய்ய - தகவலைக் கோர - முறைப்பாடு செய்ய - அபிப்பிராயத்தைத் தெரிவிக்க. - கூறப்பட்ட / தேவைப்பட்ட விடயம் மட்டுமே உள்ளடக்கப்படவேண்டும். 	<ul style="list-style-type: none"> - விளித்தல் - கடித அமைப்பு - அம்சங்கள் - தர்க்கரீதியான எண்ணங்களின் முறைப்படியான தொகுப்பு (தொடர்ச்சி, ஒழுங்கு என்பன) 	<ul style="list-style-type: none"> - முழுமையான வாக்கியங்கள் மற்றும் பந்திகள். - சிக்கலான வாக்கிய அமைப்புகள் - நேரடியான மொழிப் பிரயோகம்.
கடிதம் உறவுமுறை Letter - informal	<ul style="list-style-type: none"> - தொடர்புள்ளவர்களிடம் எழுத்து மூலம் தொடர்புகொள்ள. - குடும்பம், உறவினர்கள், நண்பர்கள். - களிப்பூட்ட, பிரமிப்பூட்ட, தெரிவிக்க, ஆறுதல் கூற, உணர்வுகளைக் கொட்ட. 	<ul style="list-style-type: none"> - விளித்தல் - கடித அமைப்பு - அம்சங்கள். - சொல்ல வந்த செய்தியை சொல்லும் ஒழுங்கு, தொடர்ச்சி என்பன. 	<ul style="list-style-type: none"> - பேச்சுமொழி இடையிட்ட மொழிப்பாவனை. - மறைமுகமாக பொருள் தரும் வார்த்தை விளையாட்டுகள்.

Tamil Continuers

Conversation

Outcomes assessed: H1.1, H1.2, H1.3, H1.4

Marking Guidelines	
Criteria	Marks
<ul style="list-style-type: none">Communicates confidently and fluently with correct intonation and pronunciationDemonstrates depth of the treatment through the presentation of relevant information, opinions and/or commentResponds with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure	9 – 10
<ul style="list-style-type: none">Communicates effectively, with some degree of fluency and authenticityResponds with relevant information and a range of relevant opinions and/or commentResponds with a range of vocabulary and structures, but with some minor inaccuracies	7 – 8
<ul style="list-style-type: none">Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabularyResponds with relevant information and opinions	5 – 6
<ul style="list-style-type: none">Maintains a basic level of communication using simple structures and vocabulary with frequent pauses and errorsPresents some relevant information, opinions or ideas	3 – 4
<ul style="list-style-type: none">Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using English syntax	1 – 2

Discussion - Outcomes assessed: H1.1, H1.2, H1.3, H1.4, H4.1, H4.2, H4.3

MARKING GUIDELINES - Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates depth in the treatment of the chosen topic through the development of relevant information, ideas and /or opinions with appropriate reference to texts studied • Discusses the chosen topic with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure • Responds confidently, fluently and authentically with correct intonation, nuances and pronunciation • Consistently justifies and substantiates a point of view 	13 – 15
<ul style="list-style-type: none"> • Demonstrates depth in the treatment of the chosen topic through the development of some relevant information, ideas and/or opinions with appropriate reference to texts studied • Discusses the topic effectively, with a good degree of fluency and accuracy and range of vocabulary and structures, but with some minor inaccuracies • Responds with relevant information, opinion or comment • Justifies and substantiates a point of view 	10 –12
<ul style="list-style-type: none"> • Presents information and a range of ideas and/or opinions relevant to the chosen topic with reference to texts studied • Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary. • Shows some evidence of justifying a point of view 	7 - 9
<ul style="list-style-type: none"> • Presents some information, opinions or ideas relevant to the chosen topic and texts studied • Sustains basic communication • Responds using simple structures & vocabulary with frequent pauses and errors 	4 - 6
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the chosen topic • Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using English syntax. 	1 – 3

HSC Languages oral examinations – advice to teachers

This document provides general advice to teachers of Stage 6 Languages courses about the nature and conduct of the Higher School Certificate oral examinations.

Teachers should be familiar with the following documents that are available on the Board's website at

www.boardofstudies.nsw.edu.au/syllabus_hsc/languages.html:

- Stage 6 syllabuses
- *Assessment and Reporting in Stage 6* documents
- marking guidelines
- past Notes from the Marking Centre.

General information

- For all examinations, examiners will not correct students or assist with sentence construction or vocabulary. Students should not ask the examiner to translate words or questions.
- Students should not identify themselves, their teachers or their schools to the examiner.
- Except for the examination paper in Extension courses, students may not bring any pictorial, print-based or handwritten materials into any examinations.

Continuers courses

Conversation

In the oral examination, which is known as the Conversation, the examiner will ask the student questions about his or her personal world (for example, his or her life, family and friends, interests and aspirations) as it relates to the prescribed topics in the syllabus. Neither the number of questions nor the number of topics covered by the examination is predetermined. However, students can expect to be asked a range of questions sampling the content of the course. The questions the examiner asks may relate to a previous response made by the student or they may introduce a new topic.

Students should answer each question only with information related specifically to the question asked. Students are encouraged to respond in such a way that they demonstrate knowledge and understanding of a range of structures and vocabulary, but not through the inclusion of material irrelevant to the question asked. Students are strongly advised not to attempt to dominate the conversation with long, pre-learned monologues. In the interest of students, such monologues will be interrupted by the examiner at an appropriate moment. If students do not understand a question, they may ask for it to be repeated, clarified or rephrased in the language being examined.

Once the allocated time for the examination has elapsed, students will be asked no further questions by the examiner. Generally, the examiner will bring the examination to a close, but if necessary students will be requested to draw their response to a conclusion.

The duration of the Continuers oral examination is approximately 10 minutes.

Conversation and Discussion

The oral examinations for Continuers courses in Armenian, Croatian, Dutch, Filipino, Hindi, Hungarian, Khmer, Macedonian, Maltese, Modern Hebrew, Polish, Portuguese, Russian*, Serbian, Swedish, Tamil, Turkish, Ukrainian and Vietnamese will consist of two sections: the Conversation and the Discussion.

In the Conversation, the examiner will ask the student questions about his or her personal world (for example, his or her life, family and friends, interests and aspirations) as it relates to the prescribed topics in the syllabus. Neither the number of questions nor the number of topics covered by the examination is predetermined. However, students can expect to be asked a range of questions sampling the content of the course. The questions the examiner asks may relate to a previous response made by the student or they may introduce a new topic.

Students should answer each question only with information related specifically to the question asked. Students are encouraged to respond in such a way that they demonstrate knowledge and understanding of a range of structures and vocabulary, but not through the inclusion of material irrelevant to the question asked. Students are strongly advised not to attempt to dominate the conversation with long, pre-learned monologues. In the interest of students, such monologues will be interrupted by the examiner at an appropriate moment. If students do not understand a question, they may ask for it to be repeated, clarified or rephrased in the language being examined.

In the Discussion, the examiner will ask the student a series of questions relating to the student's in-depth study. Students should be prepared to discuss issues related to the study as well as the texts/resources studied. Students must not bring objects such as photographs, posters and pictures to the examination. No questions will be asked after the allocated time for the examination has elapsed. Generally, the examiner will bring the examination to a close, but if necessary students will be requested to draw their response to a conclusion.

For examinations that include a Discussion, the duration of the oral examination is approximately 7 minutes for the Conversation and approximately 8 minutes for the Discussion.

* Effective from the 2015 HSC examination.

Courtesy: BOSTES

HSC Languages oral examinations – advice to students

This document provides general advice to students about the nature and conduct of the Higher School Certificate Languages oral examinations.

In preparing for an examination, the following documents available on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc/languages.html will assist you:

- Stage 6 syllabuses
- *Assessment and Reporting in Stage 6* documents
- marking guidelines
- past Notes from the Marking Centre.

In addition to these documents, the Board has developed a short video with information, advice and tips for students who are sitting a Languages oral examination. The video is available to students through [Students Online](#), and to teachers through [Schools Online](#).

General information about dates and times

- The oral examinations are held on Saturdays in August and September.
- The Languages Oral Examinations Timetable is available at www.boardofstudies.nsw.edu.au/events/. Specific information about your examination will be made available to you approximately three weeks before the examination.

General information for all courses

- Examiners will not correct you or assist you with sentence construction or vocabulary. You should not ask the examiner to translate words or questions. The examiner will not give you any feedback about your performance after the examination.
- It is important that you do not identify yourself, so be careful not to mention the name of your school or the names of any teachers during the examination. For this reason, you are also asked not to wear your school uniform on the day of the examination.
- Except for the examination paper in the Extension courses, you may not bring any pictorial, print-based or handwritten materials into your examination.

Continuers courses

Conversation and Discussion

The oral examination for Continuers courses in Armenian, Croatian, Dutch, Filipino, Hindi, Hungarian, Khmer, Macedonian, Maltese, Modern Hebrew, Polish, Portuguese, Russian*, Serbian, Swedish, Tamil, Turkish, Ukrainian and Vietnamese consists of two sections: the Conversation and the Discussion.

In the Conversation, the examiner will ask you questions about your personal world (for example, your life, family and friends, interests and aspirations) as it relates to the prescribed topics in the syllabus. Neither the number of questions nor the number of topics covered by the examination is predetermined. However, you can expect to be asked a range of questions sampling the content of the course. The questions the examiner asks may relate to something you have just said, or they may introduce a new topic.

You should be careful to answer each question only with relevant information. You should respond in such a way that you demonstrate your knowledge and understanding of a range of structures and vocabulary, but not through the inclusion of material irrelevant to the question asked. Attempting to dominate the conversation with long, pre-learned monologues is not a good idea and will not enable you to achieve better marks. It is in your interest that the examiner interrupts such monologues because the examiner understands that only relevant material will be considered by the markers. If you do not understand a question, you may ask for it to be repeated, clarified or rephrased, but you should do this in the language being examined.

In the Discussion, the examiner will ask you a series of questions relating to your in-depth study. It is important that you do not just deliver a report about what you have learned, because the point of this section of your examination is not only to determine how well you have researched your topic but also to see how well you are able to discuss what you have learned. The examiner will want to know what resources you have used. These should include a range of resources, not just documents or materials from the internet. You may not bring objects such as photographs, posters and pictures to the examination.

As with the Conversation, once the allocated time for the Discussion has elapsed, you will be asked no further questions. You will be given enough time to respond to the last question, but if you draw out your response past the allocated time for the examination, you will be asked to bring your response to a conclusion.

For examinations that include a Discussion, the duration of the oral examination is approximately 15 minutes: the Conversation is approximately 7 minutes and the Discussion is approximately 8 minutes.

* Effective from the 2015 HSC examination.

Courtesy: BOSTES

Guidelines for Students – Oral Assessment

Section 1 Conversation

- General conversation about student's personal world. eg: family, education, leisure, ambition, goal, friends, school life, other activities,
- For each student, marker may begin with a different question.
- No two students have the same experience of the examination.
- Marker will allow enough time for the student to understand and answer the questions.
- Where possible, student's responses will form the basis for the next question.
- Make sure you are not reciting what you have memorised.
- If found, marker may find a way to ask question and follow from there.
- Less close questions (that lead to yes /no answer)
- Fewer questions that can lead to simple list of things.
- Open ended questions give opportunity for students to answer confidently.
- May begin with simple questions and move on with complex question. This will give students the opportunity to demonstrate the depth and breadth of their responses.
- You won't be asked the same type of questions; there would be variety.
- During conversation, subject will be changed, where possible.
- When a new topic is introduced, ask simple questions followed by complex ones.
- Number of questions asked will be different from student to student. It depends on the ability of the student.
- The less able students may require examiners to ask many more questions in order to elicit meaningful responses.
- For less able students, questions will not necessarily cover a wide range of complex language structures.
- If you feel that a question is very personal, advice the marker.
- Questions are asked clearly and directly.
- If a student could not answer a question, the question can be rephrased.
- If a student, within time, can't answer, marker may move onto another question.
- Do not expect any assistant with vocabulary or sentence during the exam.
- Markers won't be completing sentences for the student. (Often teachers & radio announcers do this)
- Do not expect the marker translate words into English.
- If the student needs assistance, marker may say 'Don't worry, let's move on.'
- The last question must be and will be a simple one i.e., the student should be able to answer it.

Section 2: Discussion

In addition to the guidelines given under conversation, consider the following:

- Say the topic when the marker asks to do so.
- Notes and Cue cards are not permitted.
- Make sure you are not presenting a report that is well prepared and memorised.
- Marker may ask questions that allow the students to make appropriate references to the resources, their relevance and usefulness.
- Marker will never indicate to the student the appropriateness of his/her answers.
- Never expect an opinion on your performance.
- Never expect marker to suggest ideas on the topic.



Assessment and Reporting in CCAFL Continuers Stage 6

Armenian • Croatian • Dutch • Filipino • Hindi
• Hungarian • Khmer • Macedonian • Maltese
• Polish • Portuguese • Russian* • Serbian
• Swedish • Tamil • Turkish • Ukrainian

Effective from	2014 Preliminary 2015 HSC
Date published	February 2012
Last updated	November 2013

This document contains the Board of Studies' requirements for assessing and reporting achievement in CCAFL Continuers Preliminary and HSC courses in the above languages for the Higher School Certificate, and provides details of the HSC examination in those courses. From time to time, changes are made to HSC assessment and examination requirements. Such changes will be made available through updates to this document. Please note that the version on the Board of Studies website is always the current version.

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Published by:

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Internet: www.boardofstudies.nsw.edu.au

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Contents

Assessment in Stage 6	3
Reporting achievement at the HSC	3
Internal assessment	4
The HSC examination	5
Board requirements for the HSC internal assessment mark	5
CCAFL Languages Continuers HSC examination specifications	7
Summary of external and internal HSC assessment.....	10
Resources and advice	11

Assessment in Stage 6

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. In the Preliminary and HSC courses, those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing the Higher School Certificate results.

Assessment for learning provides a useful approach for the delivery of the CCAFL Languages Continuers Preliminary and HSC courses. It provides opportunities in the context of everyday class activities for students to demonstrate their learning.

The approach is most effective when students:

- are involved in setting learning goals
- know and understand standards and expectations about what is expected and the standards of work
- receive feedback that helps them understand the next steps in their learning and plan how to undertake those next steps.

Reporting achievement at the HSC

The Higher School Certificate credentials received by students are used by the Board to report both the internal and the external measures of achievement. Higher School Certificate results in CCAFL Languages Continuers comprise:

- **an assessment mark** derived from the mark submitted by the school and produced in accordance with the Board's requirements for the internal assessment program
- **an examination mark** derived from the HSC external examination
- **an HSC mark**, which is the average of the assessment mark and the examination mark
- **a performance band** determined by the HSC mark.

Student performance in an HSC course is reported against standards on a course report. The course report contains a performance scale for the course describing levels (bands) of achievement, an HSC mark located on the performance scale, an assessment mark and an examination mark. The course report also shows, graphically, the statewide distribution of HSC marks of all students in the course.

The distribution of marks is determined by students' performances against the standards and is not scaled to a predetermined pattern of marks.

The use of both internal assessment and external examination of student achievement allows measurements and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examination and internal assessment provide a valid and reliable assessment of the achievement of the knowledge, skills and understanding described for each course.

The Board of Studies uses a standards-referenced approach to reporting student achievement in the Higher School Certificate. The standards in the HSC are:

- the knowledge, skills and understanding expected to be learnt by students – the syllabus standards
- the levels of achievement of the knowledge, skills and understanding – the performance standards.

Both the syllabus standards and the performance standards are based on the aims, objectives, outcomes and content of the course. Together, they specify what is to be learnt and how well it is to be achieved. Teacher understanding of the standards comes from the aims, objectives, outcomes and content in the syllabus, together with:

- the performance descriptions that summarise the different levels of performance
- HSC examination papers and marking guidelines
- samples of students' achievement, collected in the standards packages and published on the Board's [Assessment Resource Centre](#) (ARC) website.

Internal assessment

This section should be read in conjunction with advice on internal assessment in the Board's [Assessment Certification and Examination](#) (ACE) website.

Preliminary course

The suggested components and weightings are designed to give guidance for the school's assessment of student achievement in the Preliminary course. They may be varied to suit school needs.

HSC course

The Board requires schools to submit an assessment mark for each HSC candidate in a CCAFL Languages Continuers course. The internal assessment mark submitted by the school provides a summation of each student's achievements measured at several points throughout the course. The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances.

Internal assessment provides a measure of a student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone. The assessment components and weightings to be applied ensure a common focus for internal assessment in the course across schools, while allowing for flexibility in the design of tasks.

A variety of types of task should be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

The standards-referenced approach to assessment for the HSC involves schools ensuring that:

- assessment tasks reflect the weightings and components specified in this document
- tasks are designed to focus on objectives and outcomes
- the types of assessment task are appropriate for the outcomes being assessed
- students are given the opportunity to demonstrate their level of achievement of the outcomes in a range of different task types
- the assessment criteria for each task are such that higher marks are gained by demonstration of better achievement in relation to the syllabus outcomes
- students know the assessment criteria before they begin a task
- marks earned on individual tasks are expressed on a scale sufficiently wide to reflect the relative differences in student performances.

Students should receive meaningful feedback about what they are able to do, and what they need to do in order to improve their level of performance.

The HSC examination

The external HSC examination provides a measure of student achievement in a range of syllabus outcomes that can be reliably measured in an examination setting. The external examination and its marking relate to syllabus standards by:

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the course performance scale
- applying marking guidelines based on criteria that relate to the quality of the response
- aligning performance in the examination each year to the standards established for the course.

Board requirements for the HSC internal assessment mark

The Board requires that the assessment tasks used to determine the HSC internal assessment mark must comply with the components and weightings specified. The collection of information for the HSC internal assessment mark must not begin before the completion of the Preliminary course.

Schools are required to develop an HSC internal assessment program that:

- specifies the various assessment tasks and the weightings allocated to each task
- provides a schedule of the tasks designed for the whole course.

Note that school-based assessment marks submitted to the Board must NOT include:

- measures of objectives and outcomes that address values and attitudes (however, as these objectives are important elements of any course, schools may decide to report on them separately to students and parents, perhaps using some form of descriptive statements)
- measures that reflect student conduct.

See the Board's [ACE](#) website for further information.

Assessment and Reporting in CCAFL Continuers Stage 6

Armenian • Croatian • Dutch • Filipino • Hindi • Hungarian • Khmer • Macedonian • Maltese
• Polish • Portuguese • Russian • Serbian • Swedish • Tamil • Turkish • Ukrainian

Assessment components and weightings

Preliminary course

The suggested components and weightings for the Preliminary course are set out below.

Component	Weighting
Listening and Responding <i>Objective 3</i>	30
Reading and Responding <i>Objectives 1, 2 and 3</i>	40
Writing in [Language] <i>Objective 2</i>	10
Speaking <i>Objectives 1 and 4</i>	20
	100

HSC course

The mandatory components and weightings for the HSC course are set out below.
The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

Component	Weighting
Listening and Responding <i>Objective 3</i>	20
Reading and Responding <i>Objectives 1, 2 and 3</i>	40
Writing in [Language] <i>Objective 2</i>	20
Speaking <i>Objectives 1 and 4</i>	20
	100

Teachers may use their discretion in determining the manner in which they allocate tasks within the course content. The Board considers that 3 to 5 assessment tasks are sufficient.

CCAFL Languages Continuers HSC examination specifications

The examination will consist of a written paper worth 75 marks and an oral examination worth 25 marks.

Written paper (75 marks)

Time allowed: 2 hours and 30 minutes plus 10 minutes reading time.

The stimulus texts and the writing tasks will relate to the topics as listed in the syllabus.

Monolingual and/or bilingual print dictionaries may be used.

The paper will consist of three sections.

Section 1 – Listening and Responding (30 marks)

Purpose

Section 1 of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from spoken texts. It relates to Objective 3.

The student will be expected to demonstrate understanding of general and specific information from spoken texts and to respond, in English in Part A and [Language] in Part B, to questions on this information. The questions may require the student to identify information related to:

- the context, purpose and audience of the text
- aspects of the language of the text (eg tone, register, knowledge of language structures).

Specifications

Section 1 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

The student will hear six texts in [Language] covering a number of text types. The total listening time, for one reading of the texts without pauses, will be approximately 8 minutes (16 minutes in total for two readings of each text).

Some texts will be short; that is, one reading of each text will be approximately 35 to 45 seconds. Some texts will be longer; that is, one reading of each text will be approximately 90 to 120 seconds. Each text will be heard twice. There will be a pause between the first and second readings in which the student may take notes. The student will be given sufficient time after the second reading to complete responses.

The student will be expected to respond to a range of question types, such as completing a table, chart, list or form, or responding to a message, open-ended questions or multiple-choice items.

Part A (15 marks)

There will be three texts, including at least one shorter text and at least one longer text.
Questions on the texts will be written in English for answers in English.

Part B (15 marks)

There will be three texts, including at least one shorter text and at least one longer text.
Questions on the texts will be phrased in English and [Language] for responses in [Language].

Section 2 – Reading and Responding (25 marks)

Purpose

Section 2 of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from written text, and in analysing and exchanging information in response to a text. It relates to Objectives 1 and 3.

In Part A, the student will be required to demonstrate understanding of written text. The student may be required to extract, summarise and/or evaluate information from one or two texts. The student may be required to respond critically to the text(s) and, where there are two texts, to compare and/or contrast aspects of both texts.

In Part B, the student will be expected to demonstrate both an understanding of a written text and the ability to exchange information, by responding in [Language] to information provided in the text.

Specifications

Section 2 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

Part A (10 marks)

The student will be required to read one or two texts in [Language] of approximately 400 words in total. Where there are two texts, the texts may be related in subject matter or context.

Questions on the texts will be written in English for answers in English.

Part B (15 marks)

The student will be required to read approximately 150 words in [Language]. The student will be required to demonstrate understanding of the text through processing the information from the stimulus material. The student will produce a written response that addresses the purpose, context and audience as specified in the question. The student will be required to produce a text type drawn from those prescribed for productive use in the syllabus.

The student will be expected to write a response of approximately 150 words in [Language].

One or two related texts may be used in the stimulus text. However, if two texts are used (for example, an attachment within an email), they must be presented as one text with two parts in the examination.

The task will be written in English and [Language] for a response in [Language].

Section 3 – Writing in [Language] (20 marks)

Purpose

Section 3 of the written examination is designed primarily to assess the student's ability to express ideas through the production of original text in [Language]. It relates to Objective 2.

Specifications

The student will be required to write a text involving the presentation of ideas and/or information and/or opinions. There will be a choice of two to four questions, which will be related to one or more of the prescribed themes. Questions will accommodate a range of student interests and will be set to ensure that the student is given opportunities to produce different kinds of writing (eg personal, informative, imaginative, evaluative, reflective, narrative, persuasive or descriptive, either individually or in combination) by, for example:

- having different purposes, audiences and contexts
- requiring different text types (see the list of text types for productive use).

The student will be expected to write a response of approximately 250 words in [Language].

The questions will be written in English and [Language] for a response in [Language].

Oral examination (25 marks)

Time allowed: Approximately 15 minutes

Purpose

The oral examination is designed primarily to assess the student's knowledge and skill in using spoken [Language]. It relates to Objectives 1 and 4.

Specifications

The oral examination has two sections.

Section 1 – Conversation (approximately 7 minutes) (10 marks)

In this section of the oral examination, the candidate will respond to the examiner's questions on the prescribed syllabus topics as they relate to the candidate's personal world.

Section 2 – Discussion (approximately 8 minutes) (15 marks)

In this section of the oral examination, the candidate will respond to the examiner's questions about the candidate's in-depth study. The subject of the study will relate to one or more of the prescribed themes or topics and involve the in-depth study of at least three texts, one of which will be a literary text, such as a novel, play, film or poem.

Summary of external and internal HSC assessment

External examination	Mark
Written examination	
<i>Section 1 – Listening and Responding</i>	
Part A	
Short-answer and objective response questions	15
Part B	
Short-answer and objective response questions	15
<i>Section 2 – Reading and Responding</i>	
Part A	
Short-answer and objective response questions	10
Part B	
One extended response question	15
<i>Section 3 – Writing in [Language]</i>	
Candidates answer one question from two to four options	20
Oral examination	
Conversation	10
Discussion	15
	100

Internal assessment	Weighting
Listening and Responding <i>Objective 3</i>	20
Reading and Responding <i>Objectives 1, 2 and 3</i>	40
Writing in [Language] <i>Objective 2</i>	20
Speaking <i>Objectives 1 and 4</i>	20
	100

Resources and advice

Further guidance and advice related to assessment and the HSC examination in CCAFL Languages Continuers can be found on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc.

TAMIL HSC Course - 2014

Assessment Schedule

Components (Syllabus)	Weighting (Syllabus)	Task 1 Last two Saturdays of Term 4/2013	Task 2 Mar 22 nd & 29 th Term 1/2014	Task 3 Jun 7 th & 14 th Term 2/2014	Task 4 Aug 2 nd & 9 th Term 3/2014
Speaking Conversation Discussion (Objectives 1 and 4)	20	5	5	10	-
Listening and responding (Objective 3)	25	-	10	5	10
Reading and responding (Objectives 1 and 3)	40	10	-	10	20
Writing in Tamil (Objective 2)	15	-	5	-	10
Total	100	15	20	25	40

Task 1:

Oral test - Approximately 7 minutes conversation about personal information

- Approximately 8 minutes discussion with the teacher and other student about a current problem

Written Test

- Read and understand written Tamil texts and respond in English and Tamil by answering the questions.

- Read and understand written Tamil text and respond in Tamil by completing a written task in 150 words.

Task 2:

Oral test - Approximately 7 minutes conversation about personal information

- Approximately 8 minutes discussion with the teacher and other student about a current problem

Written Test

Part 1- Listening to recorded information in Tamil and responding in English and Tamil separately in writing.

Part 2- Writing in Tamil: Select one of the topics and complete a writing task in 300 words.

Task 3:

Oral test - Approximately 7 minutes conversation about personal information

- Approximately 8 minutes discussion with the teacher and an external examiner on a topic chosen by the student.

Written Test

Part1- Listening recorded information in Tamil and responding in English and Tamil separately in writing.

Part 2- Read and understand written Tamil texts and respond in English and Tamil by answering the questions.

Read and understand written Tamil text and respond in Tamil by completing a written task.

Task 4:

Written test- 180 minutes including 10 minutes reading time

Part1- Listening up to six recorded information in Tamil and respond in English for the first three and in Tamil for the last three by answering questions in writing.

Part 2- Read and understand two written Tamil texts and respond in English by answering the questions.

Read and understand written Tamil text and respond in Tamil by completing a written task in 150 words

Part 3- Writing in Tamil: Select one of the topics and complete a writing task in 300 words.

TAMIL HSC PRELIM Course - 2014

Assessment Schedule

Components (Syllabus)	Weighting (Syllabus)	Task 1 Mar 22nd & 29th Term 1/2014	Task 2 Jun 7th & 14th Term 2/2014	Task 3 Aug 2nd & 9th Term 3/2014
Speaking Conversation Discussion (Objectives 1 and 4)	20	5	5	10
Listening and responding (Objective 3)	30	10	10	10
Reading and responding (Objectives 1 and 3)	40	10	10	20
Writing in Tamil (Objective 2)	10	-	5	5
Total	100	25	30	45

Task 1:

Oral Test - Approximately 10 minutes conversation about personal information

Written Test

- Listen and understand Tamil texts and respond in Tamil and English in Part A and Part B
- Read and understand written Tamil texts and respond in English and Tamil by answering the questions.

Task 2:

Oral Test - Approximately 10 minutes conversation about personal information

Written Test

- Part 1- Listening to recorded information in Tamil and responding in English and Tamil separately in writing.
- Part 2- Read and understand written Tamil text and respond in Tamil by completing a written task in 150 words.
- Part 3- Writing in Tamil: Select one of the topics and complete a writing task in 300 words.

Task 3:

Oral Test - Approximately 7 minutes conversation about personal information

- Approximately 8 minutes discussion with the teacher and an external examiner on a topic chosen by the student.

Written Test

- Part1- Listening recorded information in Tamil and responding in English and Tamil separately in writing.
- Part 2- Read and understand written Tamil texts and respond in English and Tamil by answering the questions.
Read and understand written Tamil text and respond in Tamil by completing a written task.
- Part 3- Writing in Tamil: Select one of the topics and complete a writing task in 300 words.

இல	என்ன செய்ய வேண்டும்	எப்போது	யாரால்
1	உரையாடல்:		
2	LR		
3	RR		
4	கட்டுரை		
5	ஏனையவை		
6		

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